Charlotte Mason's House of Education,
Scale How, Ambleside, UK, 2009

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Social Sciences and Humanities Research Council of Canada
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OUR WORK.

House of Education.—Next term begins April 25th.

Music for the "Parents' Review" School and other Members of the Union, for the Summer Term, by MRS. HOWARD GLOVER.

In order to complete the scheme of musical education already set forth in the syllabus of the *Parents' Review* School, it is proposed to publish in this magazine, *before* the holidays, three times a year, a list of six pieces, with which the pupil is to become not only acquainted, but familiar, during the term.

The execution of music, and practice in the technique of the art, is only one side of a musical training. It is also necessary to train the ear to an understanding of the classics, in order that a child may enter into the heritage which genius has bequeathed to him; in order, too, that he should understand and love the literature of music, in the same way that we try to imbue him with an appreciation of all the great masterpieces of writers and painters.

With this end in view, it is suggested that during the coming three months the teacher, parent, or any available friend, should play the following compositions to the children, beginning with one movement if necessary, and gradually extending the *répertoire*, until they become well-known and loved. If no executant is at hand, the services of a pianola need not be disdained, although, of course, it must be regarded as a second best.

A daily musical half-hour of this nature will be found to awaken keen musical enthusiasm in the children, even in those who have shown no aptitude in their music lessons, and the idea of music will be lifted above the drudgery which is inseparable from the practice of technical difficulties.

A clever teacher will further make use of this opportunity for hints on musical form and musical history, as brought out and illustrated in what is being played. The pieces selected might be studied and performed by the more advanced pupils themselves.

LIST FOR SUMMER TERM.

1. *Handel.* Suite No. 12. E minor. Peter's Edition, No. 4b 1/8 net.
2. *Weber.* Momento Capriccioso, op. 12. Cotta Edition, No. 10673 .. .. 1/- net.
3. *Schumann.* "Faschingsschwank aus Wien" (Allegro, Romanze and Scherzino). Augener's Edition, No. 8415 1/- net.
4. *Chopin.* Study, op. 10, No. 3. Augener's Edition, No. 8068a .. .. 1/- net.
5. *Tschaikowsky.* "Troïka." Augener's Edition, No. 8458a. 1/- net.
6. *Wagner.* Song from Tannhäuser, "Star of Eve." Germania, No. 65 .. .. 1/- net.

(All published by Augener, 6, New Burlington Street, London, W.)

**Register of Schools, some classes of which work in the Parent's Review School and are tested by P.R.S. Examiner :—*

Principal.	School.	Girls or Boys.	Classes Working in P.R.S.
MISS AITCHISON	Abbeyfield House, Sheffield	Girls	After Easter.
MISS ALLEN and MISS PARISH	Spange House, Ewhurst, Guildford	Girls	Ib., II., III. and IV.
MISS AMBLER	Risca, Reigate	Girls	Ia., Ib., II., III. and IV.
MISS BECK	Fridhem, Heacham, King's Lynn	Girls	Ia., Ib. and III.

* The Committee take no responsibility with regard to these schools except as far as the above statement goes; due inquiries should be made by parents. Prospectuses can be had on application to the Office.

Principal.	School.	Girls or Boys.	Classes Working in P.R.S.
MISS BIRTWHISTLE	3, Onslow Place, S.W.	Preparatory	
MRS. CLAYE	The Vicarage, Brigg	Boys	Ia., Ib. and II.
MISS COOKE	"Romanoff," Surbiton	Girls	I., II.
MISS CRAMPTON	Frenchay Lodge, nr. Bristol	Girls	II. and III.
W. STORRS FOX, ESQ.	St. Anselm's, Bakewell	Boys	II. and III.
MISS GAYFORD	S. Cuthbert's, Twickenham	Girls and small boys	Ia. and II.
C. H. GIBBS, ESQ.	37, Sloane Street, London, S.W.	Boys (preparatory)	Ib. and II.
MISS GOODE	5, Sussex Terrace, Burgess Hill	Girls and Boys	Ib. and II.
MISS FIELD HALL	High Cliff School, Scarborough	Girls	II.
MRS. LAMB	Rijswijk, Epsom	Girls and boys	Ia., Ib. and II.
MISS LEVICK	Edgehill, Wadhurst, Sussex.	Girls	Ia., Ib., II. & III.
MISS NESBIT	S. Hilda's Prep. School, Purley	Girls and boys	Ia., Ib. & II.
MISS K. H. NODDALL	Moorlands, Bovey Tracey, Devon	Girls	Ia., Ib. and III.
J. W. E. PEARCE, ESQ.	Merton Court School, Sidcup	Boys	Ib. and II.
MISS RICHARDSON	Lindum House, Bexhill-on-Sea	Girls	II. and III.
MISS SWAIN	Frith Park School, Sheffield	Girls	Ia., Ib., II. & III.
J. O. M. THOMAS, ESQ.	14, Chilworth Street, Westbourne Terrace, W.	Boys (preparatory)	Ia., Ib., II. & III.
H. G. UNDERHILL, ESQ.	Wootton Court, Wootton, near Canterbury	Boys (preparatory)	Ia., Ib., II. and III.
MISS WATSON	Alstone Court, Cheltenham	Girls	Ia., Ib. and II.

P.N.E.U. Literary and Translation Societies.—The Hon. Sec. has much pleasure in giving a good report of the work done by these two Societies respectively during the last year. The members have shown great interest in the various subjects by the intelligent and successful way they have treated them. Lady Dodsworth has gained the prize in the Literary Society, Miss E. Seyfang that in the Translation.

P.N.E.U. Literary Society. Subject for April: *Adam's Death* by Laurence Binion.

P.N.E.U. Translation Society.—Subject for April: From *Le Bourgeois Gentilhomme* (Molière).

C. AGNES ROOPER, *Hon. Sec.*,
Pen Selwood, Gervis Road, Bournemouth.

From whom all particulars may be obtained.

BOOKS.

Brooke Foss Westcott: Bishop of Durham, by his son, Arthur Westcott (Macmillan, 8/6). Messrs. Macmillan have done a public service, for which we are grateful, in issuing this cheaper edition of the life of Bishop Westcott. That we should have had a saint in our midst until the other day, that this saint should have found his life in our life, should in no wise have sought a cloister

whether for his days or his thoughts, but should have brought his sanctity to bear upon the work of the world, and upon the opinions of the man in the street, should have found matter for reverence in such work and such opinions, while, with that two-edged sword, which was his familiar weapon, he discriminated all things upon which he touched, discovered everywhere the animating principle, shewed that even the poorest and most worldly of us were yet not very far from the Kingdom of Heaven—these are things we should all know. Such a life is a national asset whereby we should all profit. His son, Mr. Arthur Westcott, has performed his task with singular delicacy, felicity and reverence. No bitternessess, no littlenesses, come to the surface, because none were permitted in the life. Every letter, every act, every little trait shewn in "the trivial round, the common task," illustrates the motto so felicitously chosen for the book: "To make of life one harmonious whole, to realise the invisible, to anticipate the transfiguring majesty of the Divine Presence, is all that is worth living for." B.F.W. This is a book to be taken down at odd minutes, not only "for example of life and instruction in manners," but for the inspiring word which almost any page offers.

My Schools and Schoolmasters. (George A. Morton, Edinburgh, 3/6) Mr. George Morton has done well by the public in reproducing this story of Hugh Miller's education. One could wish that every young man and woman should diligently read this story, not only of plain, but of hard living and high thinking. It is good to know how joyous, how refined and how intellectual a young stonemason in a "bothy" may be, though his mates be rough, though the luxury of salt in his porridge is beyond his reach, though he is practically invited to sleep in a stagnant pond, which by his wit and knowledge he contrives to drain and fill with sand. If we want good rules for the making of a man, hungry for knowledge and delighting in life, finding stuff to grow upon in all the companionships that come his way—why, we shall be able to extract our *vade mecum* from this most excellent book. How the experiences of this young geologist shew up the futile aims of an age, when "what shall we eat, and what shall we drink, and where withal shall we be clothed?" are the sole questions that concern, not only the indigent, perhaps not chiefly the indigent, but the well-to-do, who employ unlimited leisure on such considerations! What a rebuke, again, may we read in the splendid generosity and simplicity of this young man's pursuit of knowledge, as compared with the chase after scholarships, bursaries and the like which constitutes what we call education! But *My Schools and Schoolmasters* is by no means a homily. It is a very simple and fascinating record of a life full of adventure and of great opportunities of getting knowledge which came in the way of a journeyman stonemason. It is not written for the "young," but should be a capital gift book for any young person who cares at all about knowledge.

Highways and Byways in Oxford and the Cotswolds, by H. A. Evans, with illustrations by Frederick L. Griggs (Macmillan, 6/–). We are delighted with this number of Messrs. Macmillan's capital *Highways and Byways Series*. The writer has a fine taste for the gossipy lore of the past. He gathers from old books and old men, does not find the queerest traditions fit subjects for a cockney gibe, but touches all with an intimacy and reverence that is charming. The reader wonders at first that only about thirty pages should be given to Oxford itself; but these thirty pages are, on the whole, on matters not generally known, but exceedingly good to know. When the tale of the scores of delightful villages, fascinating neighbourhoods included in Oxford and the Cotswolds is duly unfolded—why, the reader is really grateful

that the city itself has not monopolised too much of the volume. A glance down the columns of the index illustrates the fact of the great number of interesting personages and families who have enriched Oxford as every other English county. The two maps of the north and south-west Cotswolds, appear to us somewhat crowded and uninteresting.

How to read English Literature: Chaucer to Milton, by Laurie Magnus (Routledge, 2/6). Mr. Magnus has done a difficult task exceedingly well. He has given us an admirable survey of English literature from Chaucer to Milton, with a certain pleasant ease and grace of style, and an occasional touch of pleasantry which enables the reader to bear with the weight of a good deal of literary learning. This is, indeed, a singular attempt to introduce literature to the non-literary, with a certain living power. Perhaps the quality of the book is nowhere better shewn than in the penetrating notice of Christopher Marlowe. For ourselves, we think it better to read English literature first, and then learn *how* to do so; but even for this second stage, we cordially recommend Mr. Magnus' book.

They, by Rudyard Kipling, illustrated by F. H. Townsend (Macmillan, 6/–). It was a bold venture to illustrate this most *spirituelle* and elusive of Mr. Kipling's writings, but the artist, Mr. Townsend, has not failed, and we are sure he would be satisfied with that modicum of praise. The children are there, they are real children and not real children, in the pictures as in the sketch. *They* evade you, peep from behind trees, skirmish about with sweet gaiety, and yet elude you, they are there and not there. *This is one of their rooms* is very charming, and so is that of the children on the stairs. But who could illustrate *They*? And, indeed, who could write *They* but Mr. Rudyard Kipling, and he only at a moment perhaps when the gates of the spirit world had been opened, and he had seen a little one go in—to come again? Ah, that is the question! Of this we are sure, we can bear no logical or curious treatment of this most tender question All we can endure is some such light delicate, elusive treatment as we find in *They*.

THE "P.R." LETTER BAG.

[*The Editor is not responsible for the opinions of Correspondents.*]

DISCUSSION.

"Are Recent Developments in Women's Education in Favour of the Best Preparation for Wifehood and Motherhood?"

Mrs. Arthur Phillp's paper does not carry conviction to one who was for nine years a pupil at the largest and best-known Girls' College in the United Kingdom, and who, during the succeeding twelve years, has been able to observe the results of their education in hundreds of her fellow-pupils. Though, no doubt, "domestic economy and child-training might be made as scientific and valuable a means of mental training as higher mathematics and advanced classics," this dictum seems to me to raise the whole vexed question of whether or not, or to what extent, we shall allow the "commercial" spirit to enter into education. But granting that utilitarianism in education is not derogatory to its dignity as "an atmosphere, a discipline, a life," would Mrs. Phillp's reforms reach the mass of future wives and mothers? I suppose that about one half of the girls in a given High School or College are destined to marry, and so long as the other half must compete with brothers for a livelihood, and a "modern" education is essential to such competition, the

question becomes no longer a mere question of women's education. The other half, having received an excellent school-training usually make excellent wives and mothers. A knowledge of chemistry has shown them the value of accuracy in cooking, a training in mathematics has taught "judgment, foresight, skill" in the ordering of domestic arrangements. It is a little unfair of Mrs. Phillp to compare the great lady whom to know was a "liberal education" with the derelict of High schools; though indeed the awkward, ill-mannered girl of twenty is often the ugly duckling, who at thirty has become a woman much above the average.

Unsatisfactory wives and mothers are recruited from a class which is literally untouched by the grand woman's education movement of twenty-five years ago. Mrs. Phillp forgets that the girl who is "sure to marry," is reared at home or at a private venture school, and receives small mental training, and has no mental judgment. She can dress her hair to advantage and knows how to be attractive enough to capture a husband, and thus the "smart" girl becomes the "smart" woman of sports and pastimes, only differing from her sister in the real "Smart Set," in that she must manage to be smart on a small professional income. Now nothing interferes with "smartness" so much as babies and domesticity! Only let these girls be sent to Colleges and High Schools, so as to come under the influence of the sweet cultivated intellectual women known so well to educated girls, and the true woman in them may be "educed."

As to "over-pressure," here again, I think Mrs. Phillp attacks the wrong cause of the anæmia and debility observed in so many school-girls. Badly-cooked food, vitiated air and too few hours of sleep have far more to do with it than lessons or even examinations. We have lately had brought to our notice, by the great medical authorities quoted by Mrs. Phillp, the evil results of want of sleep on the growing boy and girl; insufficient food in schools may be a relic of the past, but badly-cooked and even dirty food we shall have, so long as the modern servant is extant. Then teachers are terribly afraid of draughts, though closed windows in the classroom together with the usual hot water pipe heating is known to be inimical to health.

But where Mrs. Phillp says girls receive "all too little a simple direct teaching of the laws of God and nature," if she means by that, teaching on the facts of life, no-one can help agreeing with her. Why should not the ordinary lesson be sometimes made a vehicle for such teaching? I well remember in a literature class how the beautiful line "I know, how tender 'tis to love the babe that milked me," was slurred over by the teacher, so that we girls felt it was not quite "nice." Perhaps if that line had formed the subject of a little homily on the Divinely-ordained food of the infant, not one of us in after life had dared refuse to nurse her baby. And I remember in a lesson on the Fertilization of Flowers, how a bright child visibly disconcerted the teacher by a swift application of the principle to Human Relations. She was made to feel she had been distinctly nasty, and here again, as it seems to me, was a lost opportunity.

Otherwise, might not the undomestic tendencies of the age be met by an Act requiring every girl of any class to hold a Certificate in Domestic Economy and the Management of Children, before she is permitted to marry? An eminent medical authority has suggested this as not out of the bounds of practical politics, and the numbers of schools of household training which are springing up all over the country are surely hopeful signs. Make a course of training in these schools compulsory for the upper-class girl, and she will do more than "train." She will learn the joy of simple work beautifully

performed, the mental relief it affords the active brain and the marvellous antidote it is to "nerves." As to the elementary school girl, let the elementary school become what the secondary school need not become, a course of domestic economy in itself. Here indeed, mental training may be achieved by sound practical teaching in cleaning and cooking. For the subjects at present taught take the children into a realm too far removed from their daily experience, and the teaching ends at too early an age, for them ever to become of real educational value. And under the new régîme let a *crèche* be attached to every girls' department, where mothers who are obliged to go out to work (which must never, by the way, be during the nursing period) may leave their babies. The curriculum including the management of these children, the elder girls would have practical object lessons in the extraordinary difference, right methods of, *e.g.*, Feeding make to the average baby. The old-fashioned working man's wife, who had never heard of Patent Foods, might then return to bless the home of her husband and with her the old-fashioned servant to bless the homes of our children, so that the "vicious circle" of unconscientious mistress, inefficient servant and neglected child would be left behind—a transitory phase of an experimental age.

K.

DEAR EDITOR,—I have just heard from the head-mistress of my little girl's school of a very interesting University Extension Course now in progress at Stockwell College, on "The Physical Development of Childhood." It appears to be part of a three years' course "on the Psychology of Childhood and its Related Subjects," the lecturers being Miss Alice Ravenhill (F. R. Sand,) and F. C. Shrubsall, M.A., M.D.

Believe me, yours sincerely,
F. E. LEANING.

MADAM,—I read so often in papers written for your and other journals, of the improper behaviour of working girls in refusing to enter domestic service,* that I think it would be well to point out that there *is* another side. As an elderly mistress I quite recognize that distaste for domestic service is very trying for *us*—that the girls who refuse my service miss golden opportunities for themselves—that a good servant is likely to make a far better wife and mother than a factory or shop worker. And yet I cannot think it is surprising that girls dislike going into service.

Do not we philanthropic ladies, who probably do all we can for the good and comfort of our servants, take it for granted that all domestic service is of the same character as our own? But alas, I fear we as mistresses are in a very small minority, and the character which domestic service has is but little affected by our efforts. I take a road of well-built houses (detached) in the suburb of a garrison town. I know that in one of these the mistress gives no character if the girl leaves on her own account, and I think probably this may hold in others. In another, two young girls were expected to carry a helpless old lady up and down stairs. In a third the mistress knew so little of the proceedings of her household that the cook frequently had two or three soldier guests to tea. In another house in one of the streets of the town a child of fourteen, to save the kitchen fire, was turned out after tea into the streets, and told to come in at ten. Happily she had a mother in a neighbouring village who removed her, but she is hardly likely to have any exalted idea of the advantages of domestic service. In another house, a boarding-house for boys, it was a matter of common talk at one time that

* See March *Parents' Review*, p. 185.

the boys were half-starved, and that seven poor families were kept out of the kitchen waste. Was this a house likely to afford a good training for the younger servants?

Then there is the companionship with other servants in close quarters; if the other servants are good women, their influence may be of incalculable benefit; but if they are not—? Many servants have given notice to leave a comfortable place merely to avoid the proximity of a drinking cook or housekeeper, which servants' etiquette does not allow them to mention to the mistress. Even a good woman with a nagging tongue may prove unbearable to her underlings, who may allege hereafter that Eliza's temper gave them a lasting disbelief in religion. Possibly you may reply that such trials may quite as likely occur in places of business; but there is one great difference. They are only bound to their shop or their factory during work-hours: work-hours over, they are free. Is it wicked of them to feel the joys of freedom, as their superiors in station do when they prefer the post of an ill-paid High School mistress to that of a private governess?

I am not saying that domestic service, properly conducted, is not a better career for girls than most others. I am only saying that it shows no depravity on their part if they do not choose it, and that in many cases it is the careful, not the careless mothers who prefer their daughters to sleep at home where they can still exercise supervision over them.

A Mistress.

P.N.E.U. NOTES.

Edited by Miss F. Noel Armfield, *Sec.*, 26, *Victoria Street, S.W.*
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To whom all Hon. Local Secs. are requested to send reports of all matters of interest connected with their branches, also 6 copies of any prospectuses or other papers they may print.

N.B.—Kindly write on one side of paper only.

NEW BRANCHES.

The Executive Committee has been approached with a view to starting Branches in the following places:—

Cardiff.—Names may be sent to Mrs. Hamilton, Blackladies, Dynas Powis.

Dunfermline.—Mrs. Beveridge, Pitreavie, Dunfermline, would be glad to hear from people interested.

Manchester.

Sedbergh.

Swansea.

Readers of the *Parents' Review* living in these districts, or having friends there, are asked to communicate with Miss Armfield, 26, Victoria Street, S.W.

Brentford.—On Tuesday, Feb. 20th, a meeting was held in the Brentford Free Library, in order to form a local branch, according to a wish expressed by many Brentford and Hounslow residents. The nearest hitherto has been the Richmond branch. Mrs. R. L. Devonshire presided, and Mrs. Franklin kindly came to address the meeting. Amongst those present were: Mrs. Andrew Pears, Mr. W. Regester, Mrs. Baldwin, Miss Bocke, Mrs. Baron-Russell, Mrs. Carruthers, Miss Croal, Mrs. Dumsday, Mrs. Fenton, Miss Cross, Mrs. Clayton, Mrs. Nixon, Miss Chambers, Mrs. Basil Davies, Mr. Kenwood, Mrs. Edward Lobjoit, Mrs. Marriott, Mr. P. Mollinson, and Mr. and Mrs. Alfred Prior. Mrs. Devonshire assured those present that members like

herself, of some years standing, were ready to testify to the great advantages they had received from belonging to the Society, not only in the training of their children, but for themselves, morally and intellectually. The provisional committee which has been formed to promote this branch includes names that are to us a guarantee that co-operation between parents and teachers will be one of its main objects, I refer to Mr. Regester, chairman of the County Education Committee, Miss Croal, headmistress of the new Secondary School for Girls, generally called the Green School, and Mr. Goode, a prominent member and former chairman of the Histon and Isleworth Education Committee. Three other members of the provisional committee, Mrs. Dumsday, Mrs. Fenton and Mrs. Lobjoit, also have some experience of the Society, having for some time belonged to the Hyde Park and Bayswater branch. Miss Horton, who has generously undertaken the arduous and somewhat thankless task of Hon. Secretary, is a member of a neighbouring branch, the Richmond branch. Mrs. Franklin said that she always felt rather disheartened at the task of explaining the Society's aims in brief. It was not an advertising association. Old members recommend it to their friends, telling them how it has helped them and their families. Her work was to forward the aims and principles of the Society. This is the age when amateurs are at a discount. A long and serious training is required for every profession but that of parents. Love and instinct alone are not enough to aviod all mistakes. People constantly admit that the mistakes which they have made in training their elder children have helped them in training the younger ones. Why should we not avail ourselves of the knowledge which has been already gathered as to the inter-action of mind and body, as to will-power and physical well-being? Further, teachers are willing to co-operate with parents, and feel that such co-operation is needed. Headmasters say that boys must be prepared for school life. On the side of parents, too, such work as this is forming public opinion. Reforms are being asked for (such as longer hours of sleep for schoolboys). But the P.N.E.U. has done much more than this in its sixteen or seventeen years of existence. It does not offer recipes nor little handbooks, but educational principles. Mrs. Franklin also mentioned the privileges of members—the library, lectures and the *Parents' Review*. The Society does not aim at uniformity in results, but at one thing, the upbringing of children on the best lines, be it in art, nature study, literature, science or morals. The Society has friends, and the *Review* has readers in many parts of the world. Branches exist in Australia and even in Nova Scotia. The German edition of the *Home Education* will shortly be published. Private schools are using the "Home School" curriculum, having found the good of it in children sent to them. The House of Education, at Ambleside, trains students who can always get posts in good families and schools. A conference of secondary school teachers will meet at Whitsuntide at Ambleside, to discuss the "Home School" system. Anyone who is interested in children and their education is welcomed as a member. A resolution that a local branch should be formed was moved by Mrs. Baron-Russell, seconded by Mrs. Baldwin and unanimously carried; the provisional committee, consisting of Mrs. Devonshire, Mrs. Baron-Russell, Miss Croal, Mrs. Dumsday, Mrs. Fenton, Mrs. Lobjoit, Mr. Regester, and Mr. Goode, being appointed for the present year. Mrs. Carruthers of Chiswick and Mr. Kenwood, headmaster of the County High School have since been co-opted. Votes of thanks to Mrs. Franklin and Mrs. Devonshire concluded the meeting, after which, Miss Horton, the Hon. Secretary, enrolled about twenty members.

CROYDON.—At a meeting of the Croydon Branch of the P.N.E.U., held at Hillside, Duppas Hill (by kind permission of Mrs. Jaques), on Feb. 23rd, Mrs. H. D. Hall read a digest of *School Education*, to illustrate the practical working of the educational manifesto. The lecturer began by saying that although we were members of the P.N.E.U., we did not sufficiently understand the tenets and principles of that Society, therefore she felt she could not do better than set forth clearly the practical working of these tenets and principles, as explained in P.N.E.U. literature. She then went on to explain and expound the manifesto, "Studies serve for delight," etc., by means of quotations from *School Education*. There was considerable discussion at the close of the paper, and the meeting terminated with thanks to the hostess and lecturer.

GLASGOW.—The fourth meeting of the season, was held on Friday, March 2nd, at 26, Athole Gardens (by kind permission of Mrs. Blackwood), when Mr. Smith, one of H.M.'s Inspectors of Schools, delivered a most interesting address on "Balance in Education." The lecturer began by showing that balance or symmetry, was a quality very dear to the Greek mind, the Greeks considered symmetry as the essence of morality, as well as of art. The Greeks made bodily development a preparation for the business of life; nowadays we specialize, and lose the note of grace. In the lower classes, we have not enough athletics, and consequently the average physique is falling, in the towns. In the upper classes the balance is differently disturbed. Our public school product, as seen at the Universities, is an admirable animal. He only lacks *ideas*. He is intensely insular. His excellencies are the excellencies of a boy, and indeed throughout life, he preserves a wonderful juvenility of spirit. The attitude of the upper classes to "sport," sets the fashion for all. Hence comes professionalism, betting, gladiatorial excitement, "mafeking." Middle-class education really comes nearer the golden mean, yet it relaxes pressure at the wrong time. Here the lecturer illustrated his meaning by a set of diagrams showing the average growth, chest measurement, etc., of children at different ages, in large Board schools, both in Glasgow and other cities. From these, the conclusion is to be drawn that there are periods of rapid bodily growth, and that during these, the child must not be so hard worked. The lecturer advocated a "fallow year" for boys and girls alike, in which to grow. Let them *browse* simply. The two solid years which Plato gave to gymnastics met this need. Further, mental education the lecturer held to be too purely intellectual. Manners, emotions, taste and culture are neglected, imitation and practice do most for these. In conclusion, he discussed the interesting question as to whether we should cultivate the special gift that was inborn or should try to develop others.

HAMPSTEAD.—There was a meeting on Jan. 31st, at Westridge, when Mrs. Gilliland Husband lectured on "The Uses of Beauty in Education," and the chair was taken by C. S. Addis, Esq. Mrs. Husband said she wished to deal with two aspects of her subject, and to include under the term "education," all training of faculty, as well as development of character. First, as to the value of beauty in religious education. A very striking point was brought out in Mr. Masterman's essay on "The Child and its Environment." As to the difficulty of giving religious culture to a town child, in conditions which are wholly cut off from country life. All the sacred writers employ analogies from country life, and the Bible is full of this natural poetry, which must speak as in a foreign tongue to the child of the slums. In the country we have the impression of a great Almighty invisible Power, but in the town, man seems to be the creator and sustainer

of all things. If this be true, one of the greatest essentials of all education is this steeping in natural beauty, and we should at least give our children an opportunity of being alone with nature. Secondly, we come to beauty of Humanity, as expressed in poetry and the drama. In Sir Philip Sydney's "Defence of Poesie," he maintains that these form the most potent school for developing character. We do not find that all plays help us, but all great art must make for morality, and the true criterion of morality is not the subject matter, but the way in which it is treated. In conclusion, the lecturer would utter a plea for a different estimation of beauty, which would prevent our regarding it as a mere toy, but would lead us to honour it, and give our children the leisure that is necessary if they are to develop the power to appreciate it. We must not allow the pleasures that merely dissipate, but must keep our children for the pleasures that refresh; beauty does refresh the soul, and creates a heart-hunger that can only be satisfied by religion.

NOTTINGHAM.—At a meeting held on Monday, Feb. 19th, Mr. Chas. Rothera in the chair, an excellent paper on "The Life and Work of Frœbel," was read by Miss L. E. Turner, Hon. Secretary of the local branch of the Frœbel Society. An interesting discussion on Frœbel's methods and motives took place. A very hearty vote of thanks was accorded to Miss Turner.

REIGATE.—At the Annual Meeting, held (by kind permission of Mrs. Powell) at Ivanhoe, at which the chair was taken by Dr. Stone, a most satisfactory account of the year's work was laid before the members. After the annual report had been read, the Rev. W. C. Compton, M.A., Headmaster of Dover College, gave a most interesting address, in which he said the English public school had been much criticised of late; but it was not to blame for the failures when no foundation of character had been laid in early years. Granted that the schools were far from perfect, their shortcomings would be harmless for those who came to them well-trained at home. Let them not fasten the blame on either home or school, but try to find out weak points, whatever they were, in their homes, with which they as parents were here concerned. It was a time for watchfulness, if not anxiety, for the Empire. Its future depended on the boys of to-day. The infant years need training in cleanliness and control of temper; childhood in reverence and industry. Neglect of these things for eight of ten years could not be made good in two or three at school, where idleness or vulgarity needed sterner correction.

RICHMOND.—A lecture was delivered to a drawing-room meeting at the residence of Mrs. D. H. Scott, the Old Palace, on Wednesday, by Dr. George J. Maguire, M.B., B.Ch., B.A.O., of Fulwood, Kew Gardens, under the title of "Senses and Morals." The chair was taken by Professor McLeod.—A meeting was also held at Ancaster Home (by kind permission of Dr. and Mrs. Shuttleworth), when a paper was read by Dr. Shuttleworth, on "Some Physiological Problems in Education." The lecturer touched largely on the subject of ambi-dexterity, and as Mr. Jackson was present the way was opened up for much discussion.

SALISBURY.—A most interesting and suggestive lecture was given on Dec. 5th, by the Rev. D. Batchelor on "Children's Imaginative Faculty." The lecture was admirable and was listened to throughout with the closest attention. Miss Douglas, in the absence of Mrs. Tennant, who had been announced to preside, took the chair.

SURBITON.—At the fourth meeting of this branch, which was held on March 7th, at Miss Cooke's, Romanoff, Avenue Sumers, Mrs. Sieveking lectured on "The Home Training of the Modern Girl." About fifty people

were present. The lecturer divided Home Training into three sections (*a*) that given in the years 1-7 in the nursery. Stress was laid on the importance during this period of "environment," which should be supplied by the mother herself, and not left to the chance influence of an uneducated nurse. (*b*) The second division taken was from 7-14, spent mostly in school or schoolroom. The lecturer dwelt on the healthiness of the "tom-boy" stage, in contrast with premature development of sex instincts, and conventional restrictions as to behaviour, etc. (*c*) In the years from 14 onwards come the development of individual tastes and capacities, and decisions as to career and profession, the necessity for an unfettered freedom of choice in these matters, and the value of definite training in some direction for each girl at the present day, were pointed out. The lecturer also touched on the need for a greater sense of *esprit de corps* in girls, on the question of friendships, on the value of association in pursuits with men, and lastly on the vital importance of religion. A lively discussion followed turning largely on the question of language used by girls, and forms of entertainment, such as card-parties for children, and the new Vicar of Surbiton (Canon Hasloch Potter) spoke of the dangers of incipient gambling in any form.

WINCHESTER.—At a meeting held in the Lecture Room, College Museum, on Feb. 14th, Dr. E. T. Sweeting, Master of Music at the College, kindly read a paper on the "Aims of Music in Education." He said that music was not only a subject most worthy of cultivation for its own sake, but that it was also a valuable means of training. In his opinion, singing should come first in the musical education, and should be begun from the very earliest years, not in the form of a lesson, but of play. A mother should constantly play and sing simple tunes, nursery rhymes—which on the whole were better set in French than in English—and Old English songs to her children, these they quickly learn to sing with her, and in this way their musical ears are trained, and if they are also allowed to march or even to dance in their own way to a well-marked time, their sense of rhythm is cultivated. Of course the advantage which the musical mother has over the unmusical is great, but Dr. Sweeting thought that something might be done by co-operation in playtimes. He advocated class singing as a compulsory subject in education, from eight years of age upwards. Turning to instrumental music he deprecated the universality of the piano as against all other instruments, and pointed out the value of the family trio or quartettes and the place that there was for even a moderate performer on wind or string instrument in an orchestra. He thought that perhaps too much stress was laid on technique especially in the playing of girls, and that they should not be encouraged to perform at an early age. The value from an educational point of view of practising was not great until the child could be left alone, for this reason it was not well to start learning too young. Dr. Sweeting thought that more should be done in the way of reading music; to be able to follow the score during a full orchestral performance was a valuable training in alertness of mind.

THE

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HOW TO SHOW CHILDREN OUR NATIONAL GALLERY.

BY ANNIE R. EVANS.

* * * * * * * *

SELECTIONS from the very excellent colour-prints published by our annuals may and do serve by their presence to brighten our nursery walls and develop our infants' sense of colour, but these are not enough; we must remember that our standard of taste has its foundations laid in our childhood! Just as a sound literary taste or literary talent was never yet nourished upon a milk-and-water literature, so namby-pamby, common-place, commercial art is unable to implant an æsthetic taste, or foster that love of beauty in pure plastic forms which gives a new zest to life, a new meaning to the creation in after life, and opens up a universal field of enjoyment in the higher forms of art. Therefore, I say, give your children in nursery and schoolroom the best of art and of poetry, just as you give them the best bread you can afford; give them not the eccentricities of the fashion of the day to look at, but the classic work that lives for all time.

The Society *Art for Schools* has done admirable work in providing good art for nursery and schoolroom, reproductions of good pictures at reasonable prices.

A lady—a very cultivated and charming person—once told me that much pleasure in art in her after life was due to her